

Field Properties

(1)

Zero Property of Multiplication

$$a * 0 = 0$$

Identity Property

Addition

$$a + 0 = a$$

Multiplication

$$b * 1 = b$$

(1)

Commutative Property

Addition

$$a + b = b + a$$

Multiplication

$$a * b = b * a$$

Associative Property

Addition

$$(a + b) + c = a + (b + c)$$

Multiplication

$$(a * b) * c = a * (b * c)$$

(1)

Identify the field property used for each.

1) $6 * 0 = 0$

2) $(4 * 5) * 6 = 4 * (5 * 6)$

3) $3 + 5 = 5 + 3$

4) $89 + 0 = 89$

Identify the field property/properties used in each.

1) $12 * (6 * 9) = 6 * (12 * 9)$

2) $6 * 1 + 0 = 6$

Order of Operations

(2)

Essential Learning Goal: I will interpret complicated expressions by viewing one or more of their parts as single entities. (A-SSE.1b)

Lesson objective: I will review the rules governing the order of operations.

Essential Learning Goal: I will interpret complicated expressions (2)
by viewing one or more of their parts as single entities.
Lesson objective: I will review the rules governing the order of
operations.

What are rules?

Why do we need rules?

Why do you think we need rules in math?

Essential Learning Goal: I will interpret complicated expressions (2)
by viewing one or more of their parts as single entities.

Lesson objective: I will review the rules governing the order of
operations.

Evaluate: $2 \times 9 + 5 \times 3$

Essential Learning Goal: I will interpret complicated expressions (2)
by viewing one or more of their parts as single entities.
Lesson objective: I will review the rules governing the order of
operations.

Evaluate: $4 + 10 - 5 + 8$



Essential Learning Goal: I will interpret complicated expressions (2)
by viewing one or more of their parts as single entities.
Lesson objective: I will review the rules governing the order of
operations.

Evaluate: $30 \div (12 - 6) + 4$

Essential Learning Goal: I will interpret complicated expressions (2)
by viewing one or more of their parts as single entities.
Lesson objective: I will review the rules governing the order of
operations.

Exponents: x^y

Parentheses: $(x + y)$

Addition and subtraction from left to right

Multiplication and divide from left to right

Essential Learning Goal: I will interpret complicated expressions (2)
by viewing one or more of their parts as single entities.
Lesson objective: I will review the rules governing the order of
operations.

Practice together: 

Simplify.

$$3(4 - 9) + 3(8 * 2)$$

(2)
Exit Ticket

Positive and Negative Numbers

(3)

Multiplication and Division

$$+ * + = +$$

$$+ * - = -$$

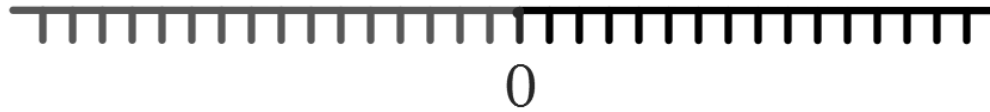
$$- * + = -$$

$$- * - = +$$

Positive and Negative Numbers

(3)

Addition and Subtraction



Check

$$1) -5 * 4 =$$

$$2) -2 * -11 =$$

$$3) -2 + -4 =$$

$$4) 7 - -5 =$$

$$5) -2 - -7 =$$

Solve.

$$1) -1 * -23 =$$

$$2) -22 * 3 =$$

$$3) 4 - 11 =$$

$$4) -4 * -5 + 2 =$$

$$5) 5 - 7 * 3 =$$

Absolute Value

(4)

The absolute value of a term is equal to the positive magnitude of the term.

$$|x| = x$$

$$|-x| = x$$



Practice

(4)

$$1) |12| =$$

$$4) 3|9x - 12x| =$$

$$2) |-66| =$$

$$5) 5|5x - 2x| + x =$$

$$3) |12 - 66| =$$

$$6) | \quad | = 2$$

1) $|-7| - |1| =$

2) $-|-4 - 11| =$

3) $-|4 - 8| + |4 - -8| =$

4) Create an absolute value problem whose answer is -2.

Absolute Value and Variables

(5)

variable -

absolute value -

(5)

a. $|-11 + 6| =$

b. $|-7| * |5| =$

$$|x| = 9$$

$$|2x + 1| = 15$$

(5)

$$|2x - 3| = 11$$

(5)

(5)

Summarize what you have learned.

Put your answer on a 3x5 card with your name and period #.

$$|x - 3| = 5$$

Combine Like Terms

(6)

combine -

like terms -

(6)

$$1) 2x + 5 - x + 6$$

$$2) x + 3 = 2x - 5$$

$$3) x - 7 = 2x^2 + 12$$

(6)

$$1) 2x^2 - x + 7 = 12 - 10x + 3x^2$$

$$2) x^2 + 5 - x + y = -xy + 2y^2 - x^2$$

(6)

You create one for your classmates to simplify.

Combine like terms.

$$3y^2 - 5x + 2 = 3x^2 + 5x - y$$

(6)
Exit Ticket

Content Language Objective: I will write quadratic equations in their factored form.

What does factoring mean?

Content Language Objective: I will write quadratic equations (7) in their factored form.

Factoring quadratic equations:

$$x^2 + 6x + 9$$

Tell me everything you know about this equation.

Content Language Objective: I will write quadratic(7) equations in their factored form.

Factor this equation:

$$x^2 + 6x + 9$$

Content Language Objective: I will write quadratic equations in their factored form.

(7)

$$x^2 - 4x + 4$$

Content Language Objective: I will write quadratic equations in their factored form. (7)

$$x^2 + 5x + 6$$

Content Language Objective: I will write quadratic equations in their factored form. (7)

$$x^2 + 5x - 6$$

Factor:

$$n^2 - n - 12$$

Simplifying Rational Expressions

(8)

I will be able to simplify rational expressions
and I will do it through discussion and examples.

rational -

I will be able to simplify rational expressions (8)
and I will do it through discussion and examples.

Simplify: $\frac{2x+4}{x^2-4}$

I will be able to simplify rational expressions (8)
and I will do it through discussion and examples.

Simplify: $\frac{x^2 - 4}{x^2 + 4x + 4}$

I will be able to simplify rational expressions (8)
and I will do it through discussion and examples.

Work with a partner $\frac{3x^2 + 3x - 18}{3x^3 + 18x^2 + 27x}$
to simplify:

Simplify:

$$\frac{4x^2 - 4}{2x^2 + 4x + 2}$$

Exit Ticket (8)

(9)

Lesson objective: I will review the rules governing the order of operations.

Arrange in procedural order:

Exponents: x^y

Parentheses: $(x + y)$

Addition and Subtraction from left to right

Multiplication and Divide from left to right

Lesson objective: I will review the rules governing the order of operations. (9)

Simplify:

1) $20 + 3(5 - 1)$

3) $(5 * 4)^2$

2) $3 + 2^2(1 + 8)$

4) $2[13 - (1 + 6)]$

Lesson objective: I will review the rules governing the order of operations. (9)

Lindsay and Diego are arguing over the following problem. Lindsay says the solution is correct. Diego says that the solution is wrong. Which student has the correct answer?

$$12 \div 3 + 4 - 24 \div 3 \cdot 8$$

$$4 + 4 - 24 \div 24$$

$$8 - 1$$

$$7$$

Lesson objective: I will review the rules governing the order of operations.

Would you be happy if you received the following score on a test?

$$100 - 50 / 5 \cdot 10$$

Explain why or why not.

(9)
Exit Ticket

Reasonability of Results

(10)

I will be able to determine if a result for a problem is a reasonable solution to the problem.

reasonable -

I will be able to determine if a result for a problem is (10)
a reasonable solution to the problem.

The product manager at King Soopers reported that 2 billion pounds of cheese were sold in the United States in 1992. The average American eats 28 pounds of cheese in a year, and the population of the United States was about 255,200,000 in 1992.

I will be able to determine if a result for a problem is a reasonable solution to the problem. (10)

No calculators

EXERCISES

Determine whether the answers shown are reasonable. Write yes or no.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

I will be able to determine if a result for a problem is a reasonable solution to the problem. (10)

Problem 16

16. Carrie thinks she can buy five CD's at the Compact Disc Depot sale for less than \$55.00 including tax. Does this seem reasonable?

Compact Disc Depot Sale!!!	
Selected CD's	\$9.98

17. Jake bought three CD's on sale at the Compact Disc Depot. He gave the clerk two \$20.00 bills. The clerk gave him \$5.06 in change. Does this seem reasonable?

I will be able to determine if a result for a problem is a reasonable solution to the problem.

(10)

Exit Ticket

A bottler is putting 120 gallons of juice into one-quart bottles. The empty bottles are packed 50 in a crate. What is a reasonable number of crates for the bottler to order?

Problem Solving Strategies

(11)

I will use problem solving strategies and compute the answer to mathematical problems.

I will use problem solving strategies and compute the answer to mathematical problems. (11)

Name some problem solving strategies you may use.



I will use problem solving strategies and compute the answer to mathematical problems. (11)

A 1-inch spool holds 100 inches of line, a 2-inch spool holds 400 inches of line, and a 3-inch spool holds 900 inches of line. How many inches of line are on a 5-inch spool?

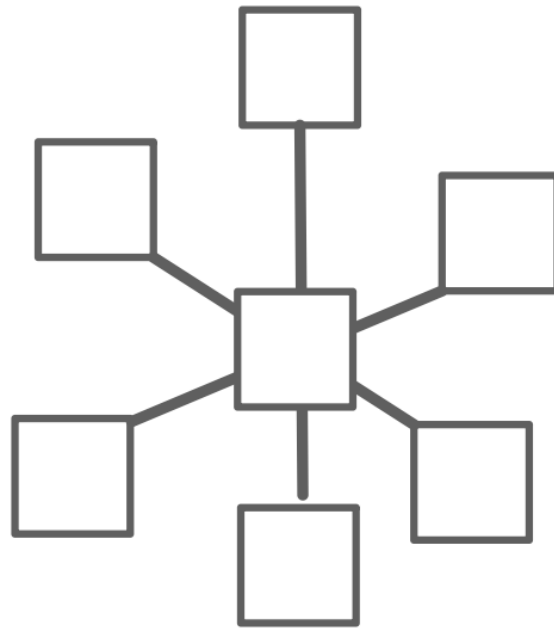


I will use problem solving strategies and compute the answer to mathematical problems. (11)

Juan has a mixture of pennies and dimes worth \$2.28. He has between 39 and 56 pennies. How many dimes does he have?

I will use problem solving strategies and compute (11)
the answer to mathematical problems.

Arrange the digits 1 through 7 in the squares so
that the sum along any line is 10.



I will use problem solving strategies and compute the answer to mathematical problems. (11)

Exit Ticket

Bob needs to go to the bank, the post office, and the bicycle shop. In how many different orders can he do his errands?

Undoing Operations

(12)

I will work backwards by undoing mathematical operations to solve problems.

Match the operations which undo each other.

$$\sqrt[a]{x}$$

$$-x$$

$$+x$$

$$\div x$$

$$* x$$

$$x^a$$

I will work backwards by undoing mathematical operations to solve problems. (12)

Rupesh earned some money mowing lawns one month. He put half of his money into savings. With the rest, he spend \$15 on a new CD, \$6 to see a movie, and \$3 on food. He still had \$24 in pocket. How much money did he earn mowing lawns?

I will work backwards by undoing mathematical operations to solve problems. (12)

A number is added to 8, and the result is multiplied by 10. The final answer is 140. Find the number.

I will work backwards by undoing mathematical operations to solve problems. (12)

Dwayne's weight is twice Maritza's weight minus 24 pounds. Dwayne weighs 120 pounds. How much does Maritza weigh?

I will work backwards by undoing mathematical operations to solve problems.

(12)

Exit Ticket

A number is decreased by 12. The result is multiplied by 5, and 30 is added to the new result. The final result is 200. What is the number?

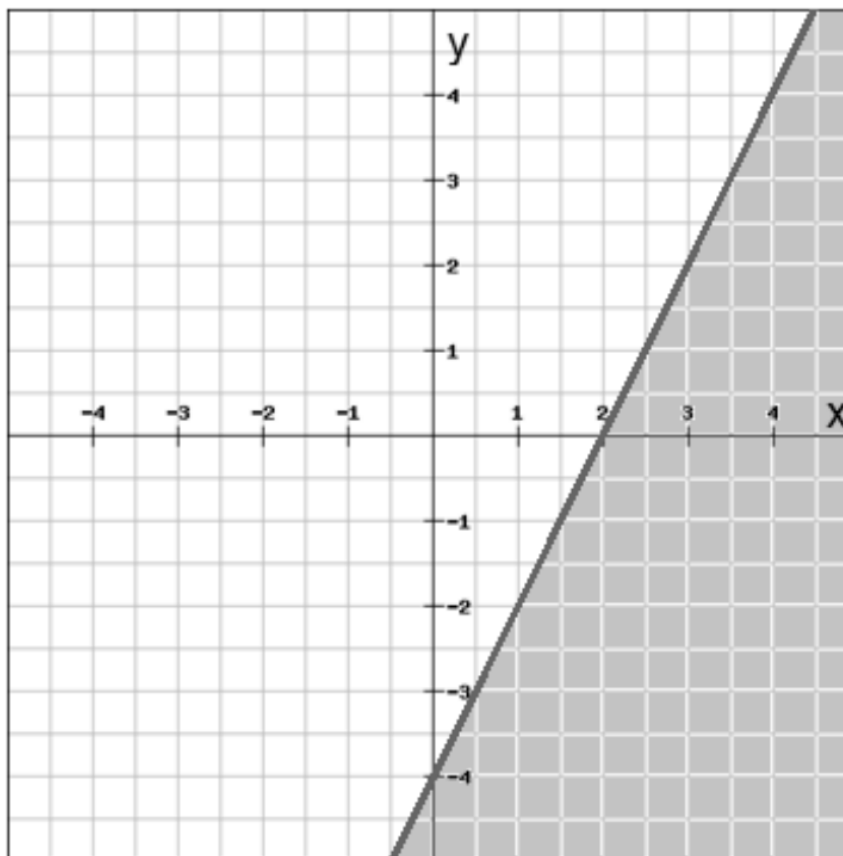
Graphing Inequalities

(13)

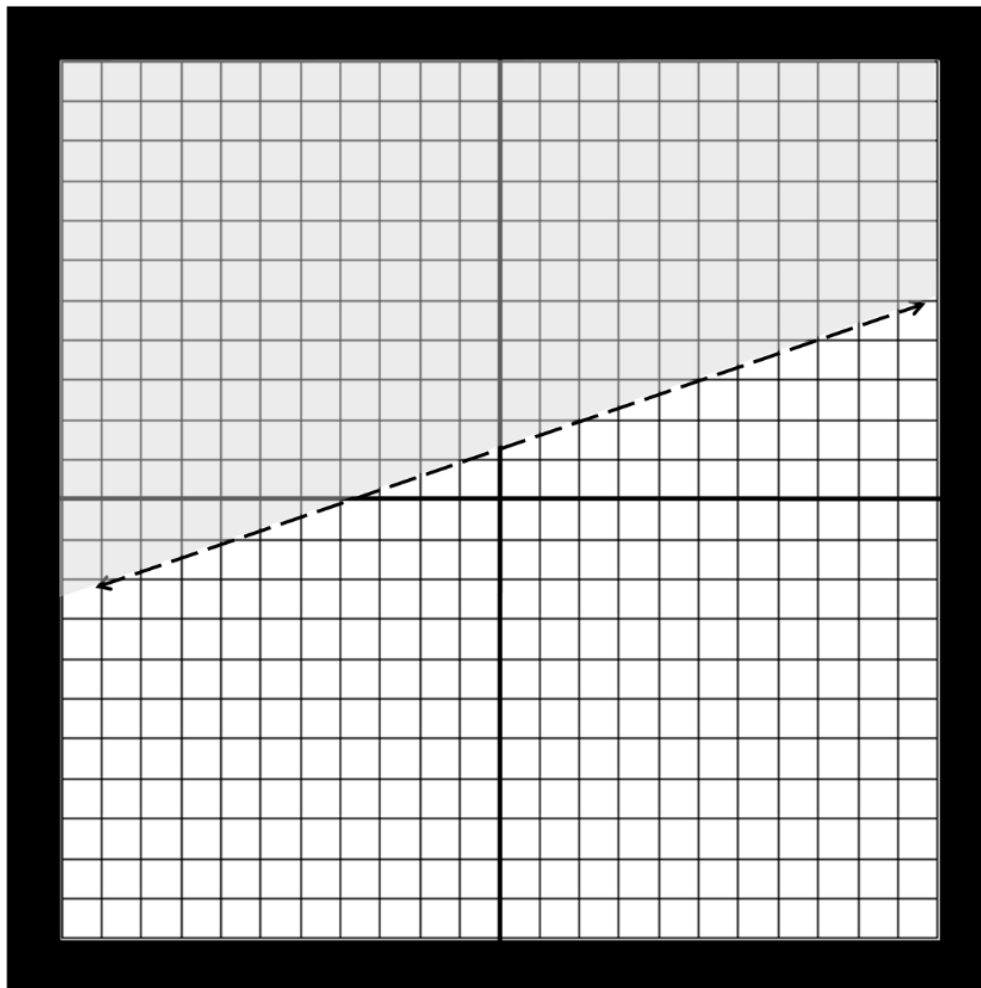
I will be able to determine the equation for an inequality from the graph of that inequality.

inequality -

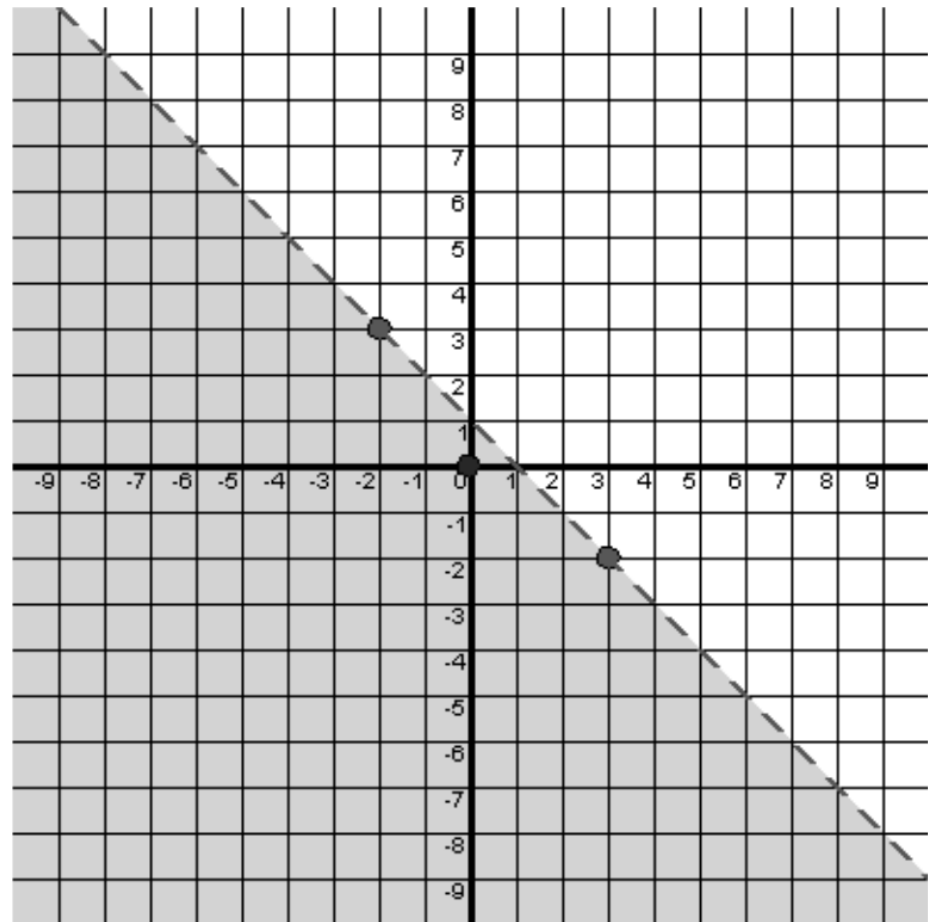
I will be able to determine the equation for an (13)
inequality from the graph of that inequality.



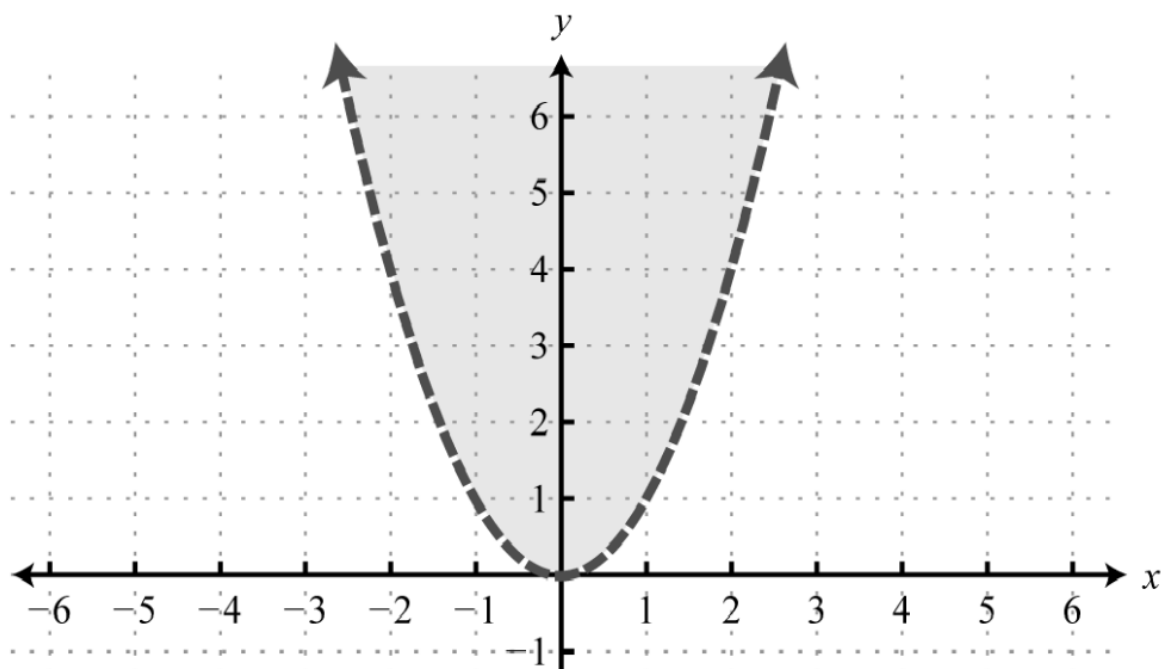
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inequality from the graph of that inequality.

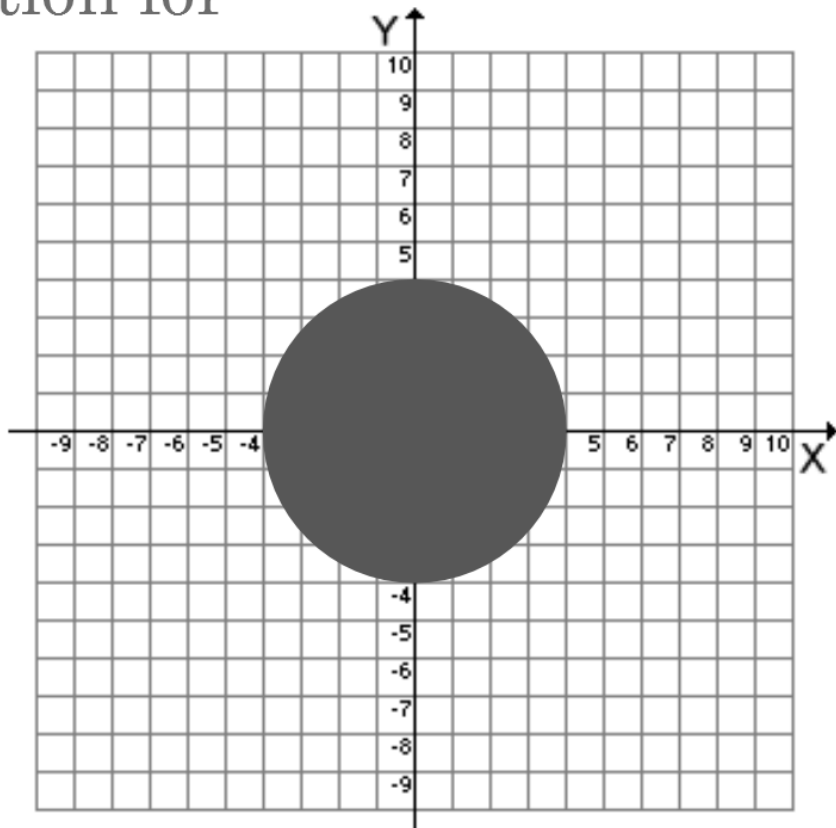


I will be able to determine the equation for an (13)
inequality from the graph of that inequality.



I will be able to determine the equation for an inequality from the graph of that inequality. (13)

If the equation for a circle is $x^2 + y^2 = r^2$, then what is the equation for this circle inequality?



Exit Ticket

(14)

I will be able to simplify rational expressions and I will do it through partner discussion and examples to be shared with the class.

I will be able to simplify rational expressions (14)
and I will do it through partner discussion and
examples to be shared with the class.

Work with a partner $\frac{2x+4}{2x^2-8}$
to simplify:

I will be able to simplify rational expressions (14)
and I will do it through partner discussion and
examples to be shared with the class.

Work with a partner
to simplify:

$$\frac{3x^3 + 3x^2 - 18x}{3x^3 + 18x^2 + 27x}$$

I will be able to simplify rational expressions (14)
and I will do it through partner discussion and
examples to be shared with the class.

Work with a partner
to simplify:

$$\frac{2x^2 + 4x - 30}{3x^2 + 24x + 45}$$

I will be able to simplify rational expressions and I will do it through partner discussion and examples to be shared with the class.

(14)

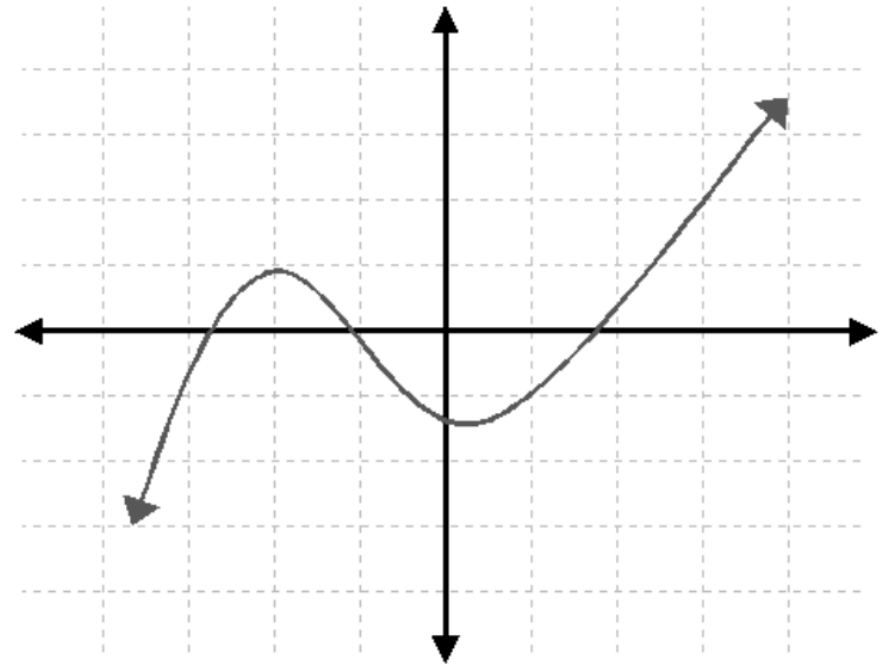
Exit Ticket

Simplify:
$$\frac{4x^3 + 4x^2 - 24x}{7x^2 - 35x + 42}$$

I will be able to determine whether an equation (15) or a graph is a function and I will do it through partner discussion and examples to be shared with the class.

function -

$$y = 2\sqrt{x}$$



I will be able to determine whether an equation (15) or a graph is a function and I will do it through partner discussion and examples to be shared with the class.

Determine if these are functions.

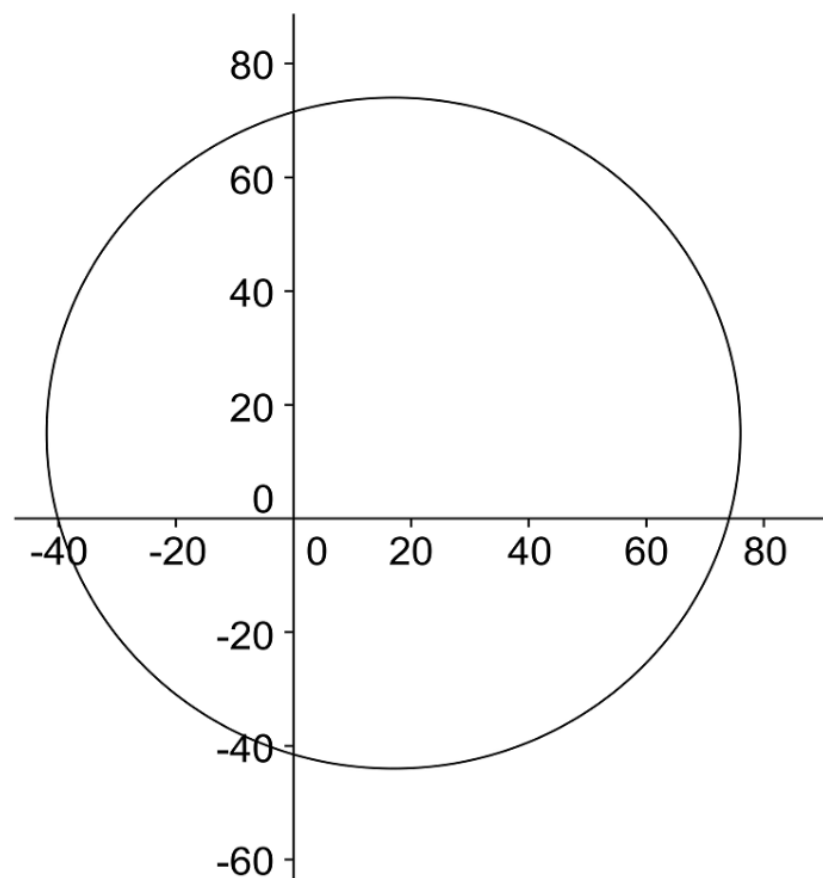
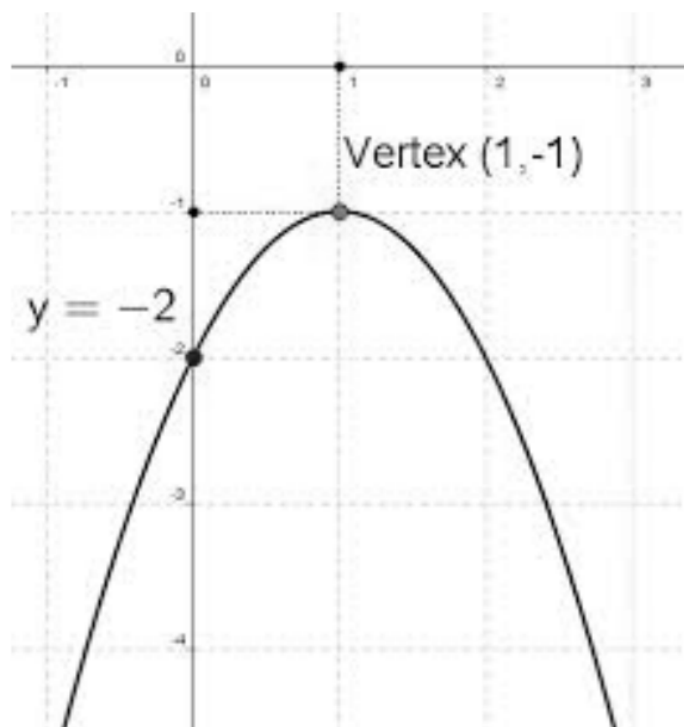
$$y = 2x + 5$$

$$y = 2x^2 + 5$$

$$x^2 + y^2 = 4$$

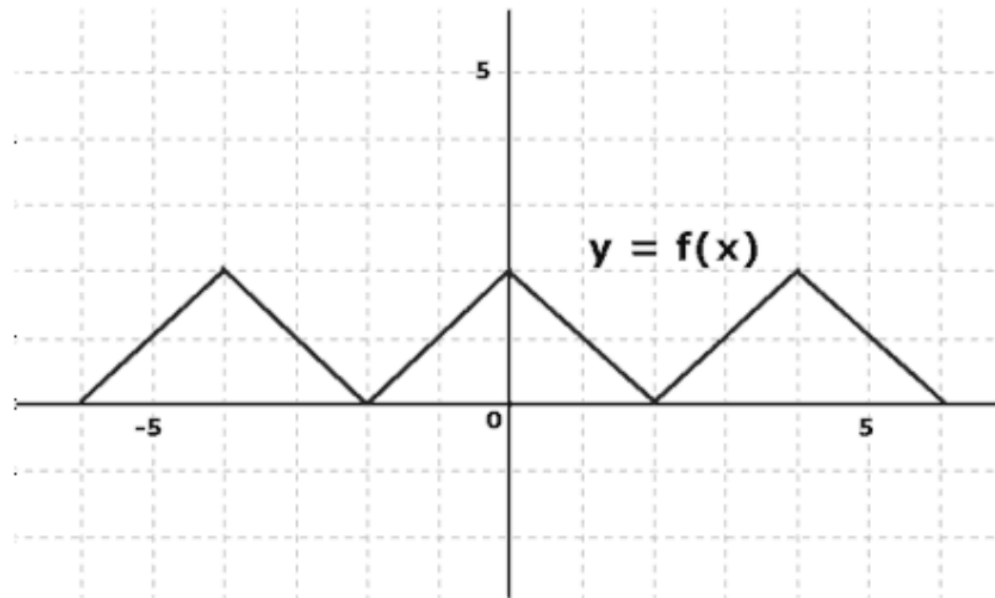
$$y = \pm \sqrt{x^2 + 4}$$

I will be able to determine whether an equation (15) or a graph is a function and I will do it through partner discussion and examples to be shared with the class.



I will be able to determine whether an equation (15)
or a graph is a function and I will do it through
partner discussion and examples to be shared
with the class.

Exit Ticket



I will be able to determine a function's domain and range and I will do it through partner discussion and examples to be shared with the class. (16)

function -

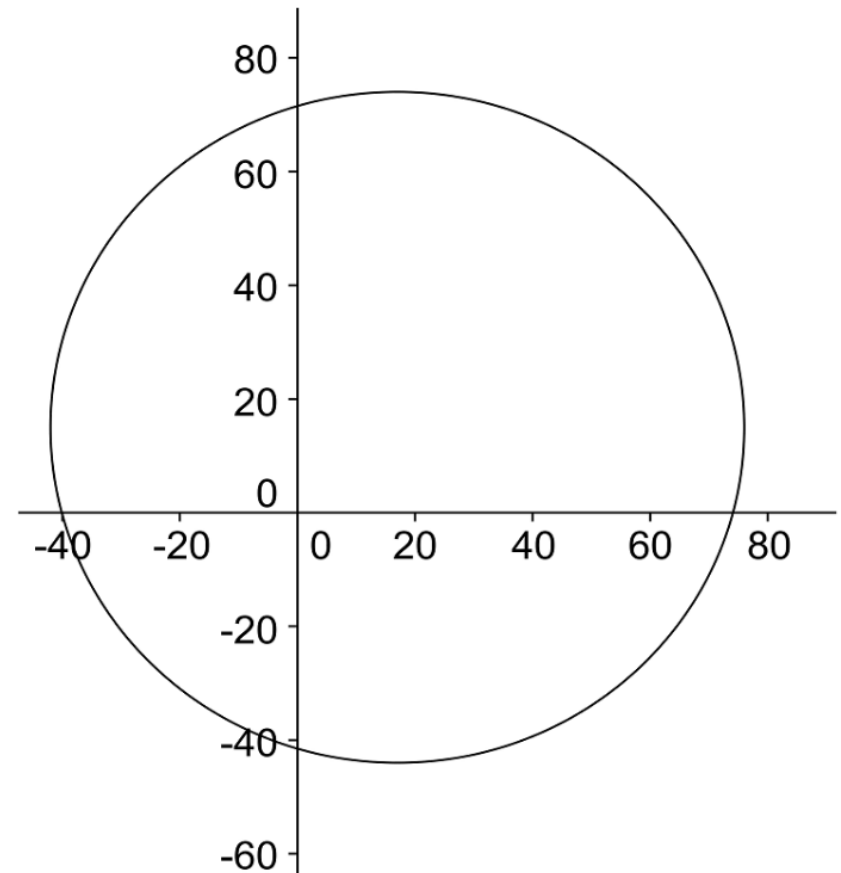
domain -

range -

I will be able to determine a graph's domain and (16)
range and I will do it through partner discussion
and examples to be shared with the class.

domain -

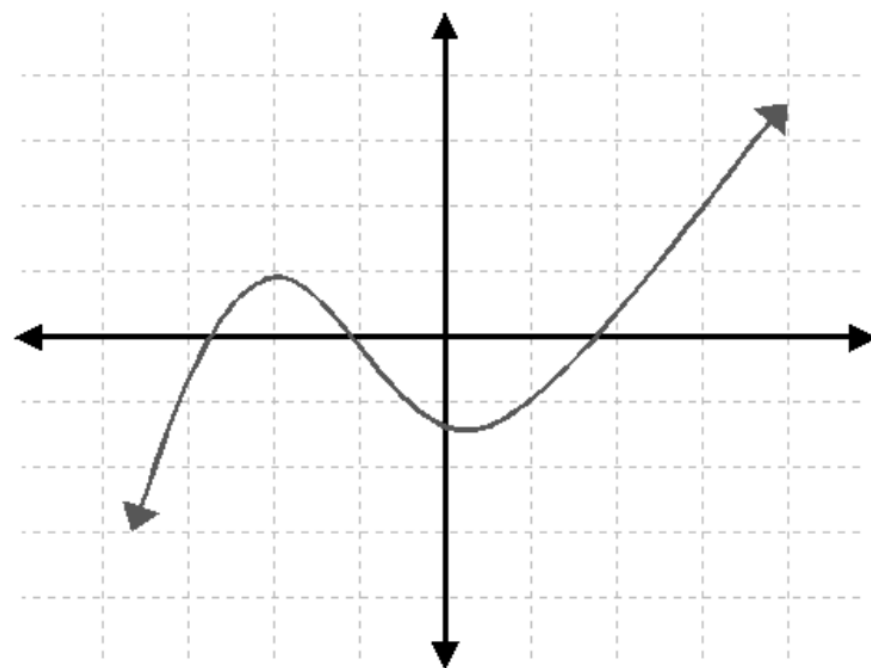
range -



I will be able to determine a function's domain (16)
and range and I will do it through partner
discussion and examples to be shared with the
class.

domain -

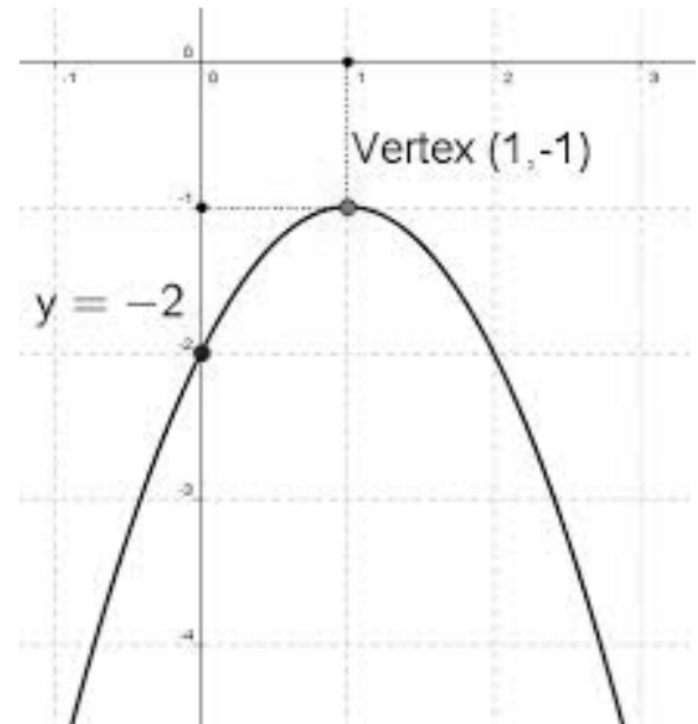
range -



I will be able to determine a function's domain (16)
and range and I will do it through partner
discussion and examples to be shared with the
class.

domain -

range -



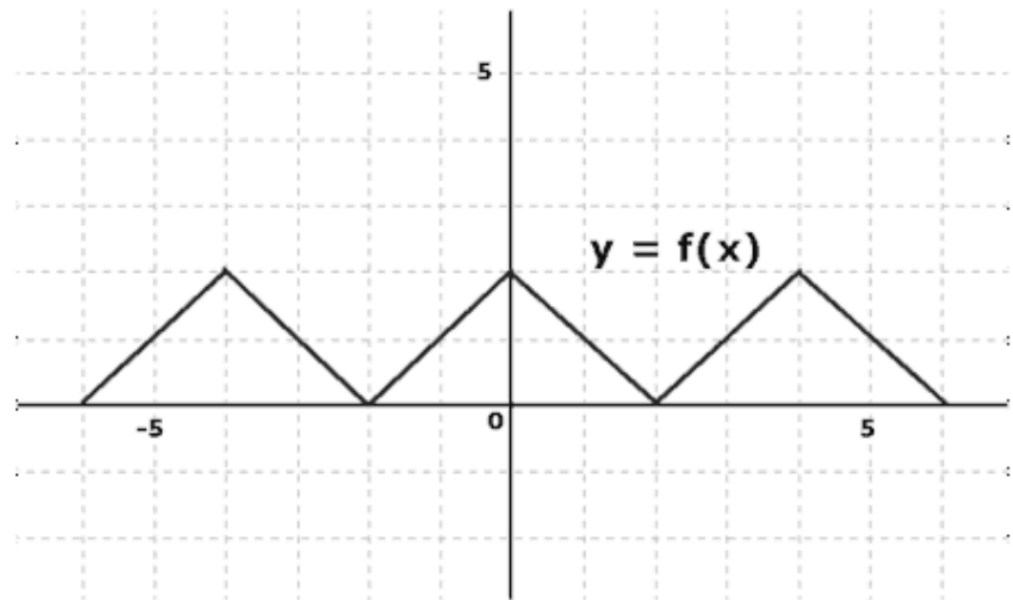
I will be able to determine a function's domain and range and I will do it through partner discussion and examples to be shared with the class.

(16)

Exit Ticket

domain -

range -



I will work backwards by undoing mathematical operations to solve problems and I will do it through partner discussion and examples to be shared with the class. (17)

A fence is put around a dog run 10 feet wide by 20 feet long. Enough fencing is left over to also fence a garden with an area of 25 square feet. If there are 3 feet left after the fencing is completed, how much fencing was available at the beginning?

I will work backwards by undoing mathematical operations to solve problems and I will do it through partner discussion and examples to be shared with the class. (17)

Kara wanted to buy a leather jacket, but she did not have enough money. The jacket went on sale and was reduced by \$15.00, then by \$13.50 more, and finally by an additional \$12.15. Kara bought the jacket at the final sale price of \$109.35. What was the original price?

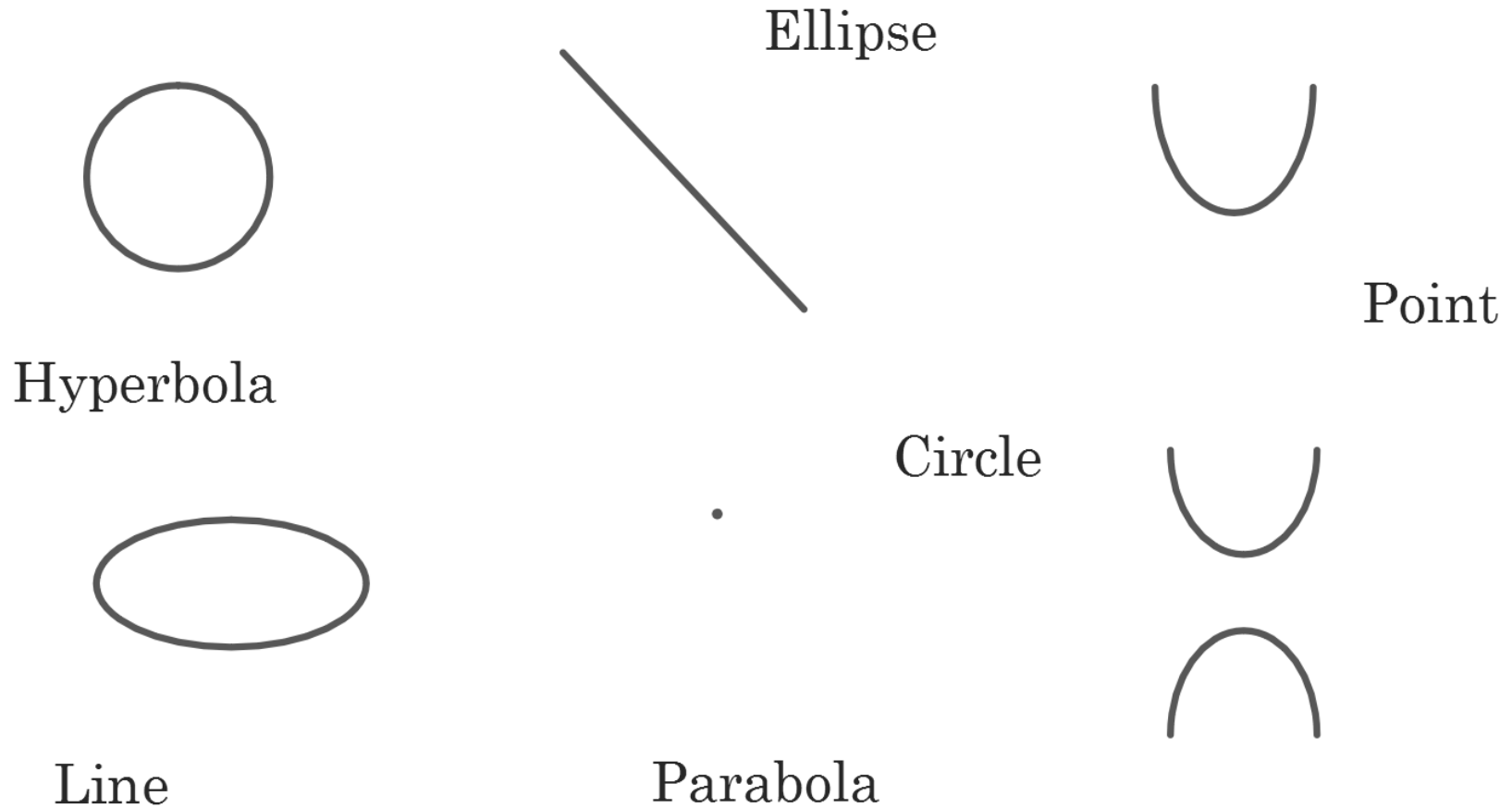
I will work backwards by undoing mathematical operations to solve problems and I will do it through partner discussion and examples to be shared with the class.

(17)

Exit Ticket

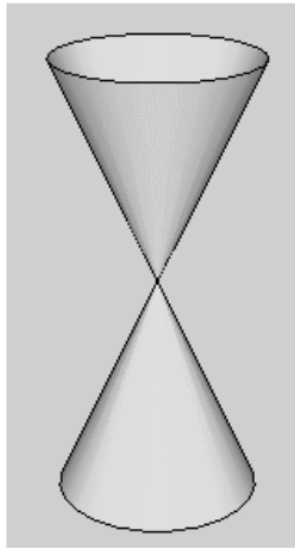
James arrived for piano practice at 4:45PM. On the way from school, he stopped at the video store for 15 minutes and also made a call from the phone booth for 10 minutes. It usually takes 25 minutes to get from the school to the piano teacher's house. At what time did James leave school?

I will be able to identify different conic sections and (18)
I will do it through partner discussion and examples
to be shared with the class.

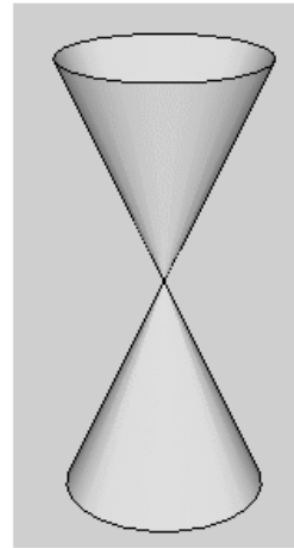


I will be able to identify different conic sections and (18)
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Circle



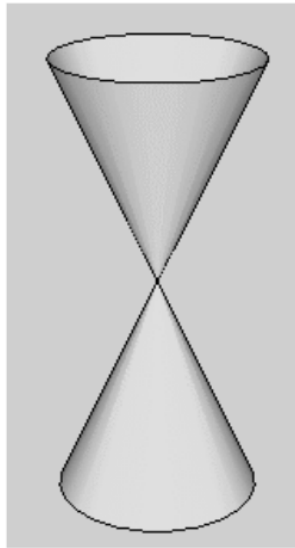
Ellipse



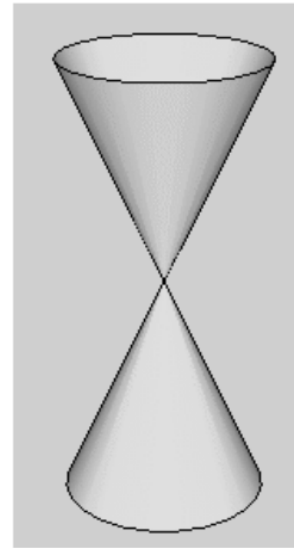
Draw the plane's intersection with the cones which
would produce the desired shape of conic section.

I will be able to identify different conic sections and (18)
I will do it through partner discussion and examples
to be shared with the class.

Parabola



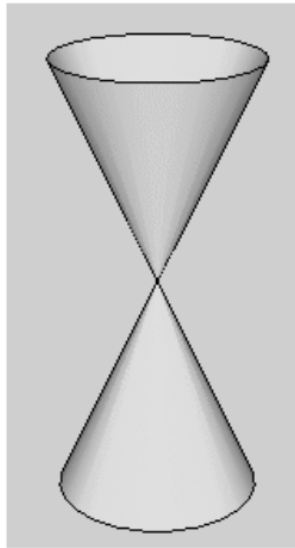
Hyperbola



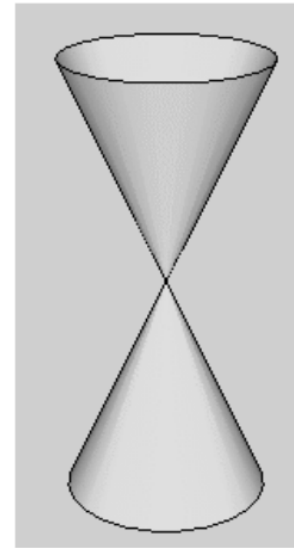
Draw the plane's intersection with the cones which
would produce the desired shape of conic section.

I will be able to identify different conic sections and (18)
I will do it through partner discussion and examples
to be shared with the class.

Line



Point

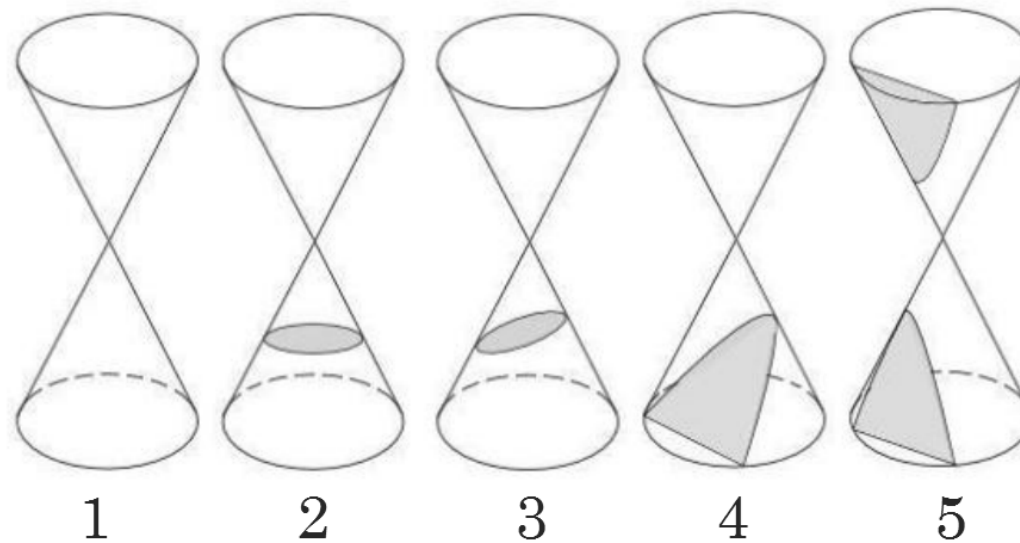


Draw the plane's intersection with the cones which
would produce the desired shape of conic section.

I will be able to identify different conic sections and
I will do it through partner discussion and examples
to be shared with the class.

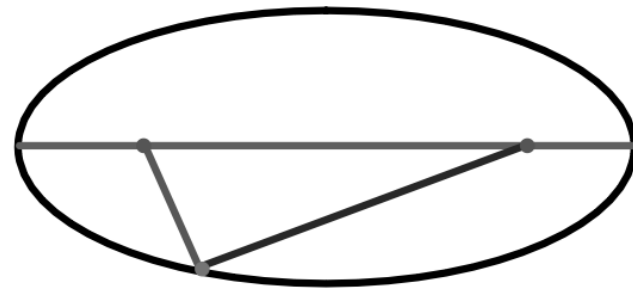
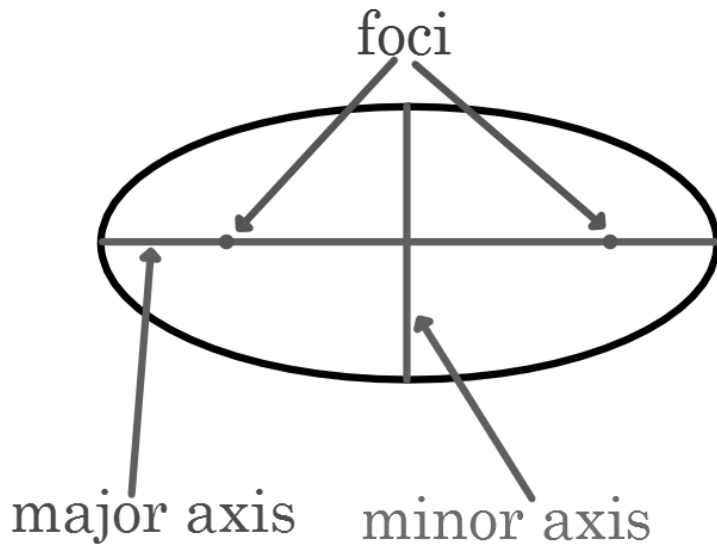
(18)
Exit Ticket

Identify the conic sections represented below.



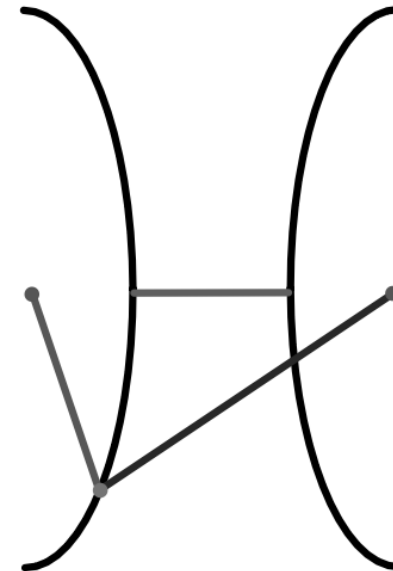
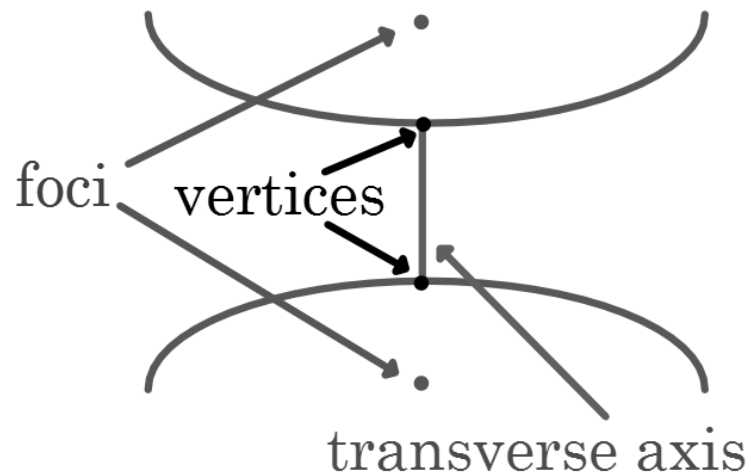
I will be able to understand the major axis of an ellipse and the transverse axis of a hyperbola by contrasting how the lengths of the axes are found through partner and whole class discussion. I will capture my thinking using the math note catcher including sample problems and exercises which demonstrate their understanding.

I will be able to understand the major axis of an ellipse and the transverse axis of a hyperbola by contrasting how the lengths of the axes are found through partner and whole class discussion. (19)

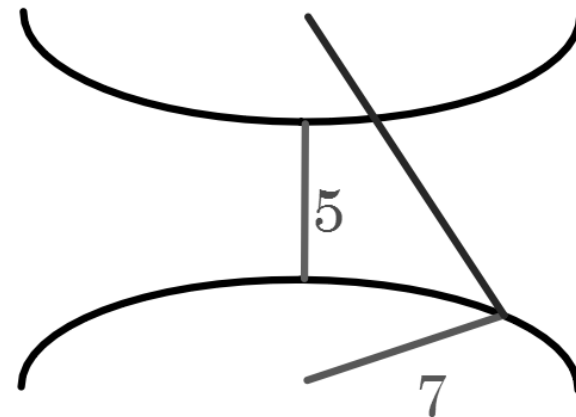
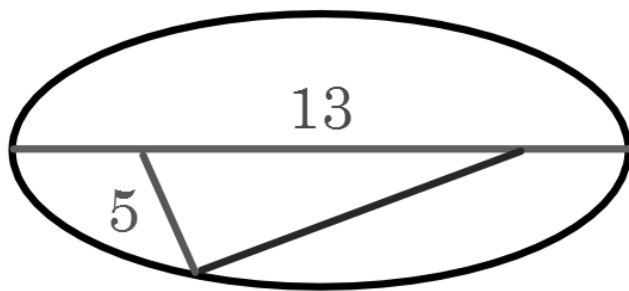
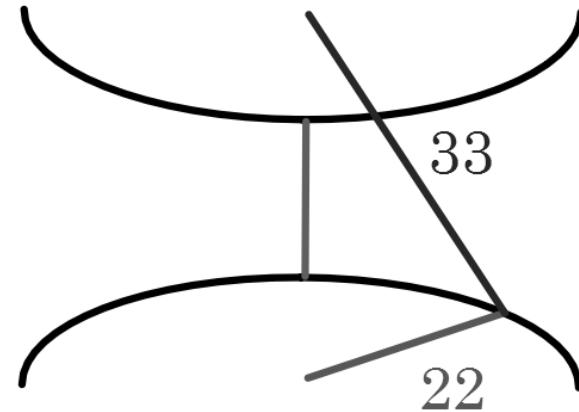
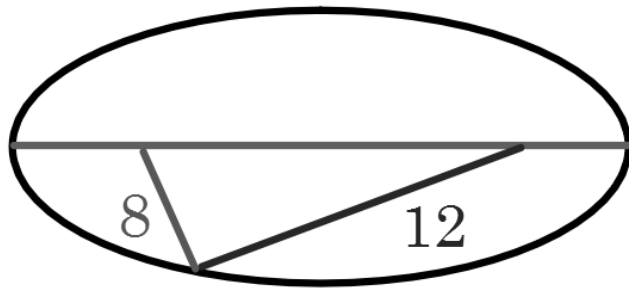


I will be able to understand the major axis of an ellipse and the transverse axis of a hyperbola by contrasting how the lengths of the axes are found through partner and whole class discussion.

(19)



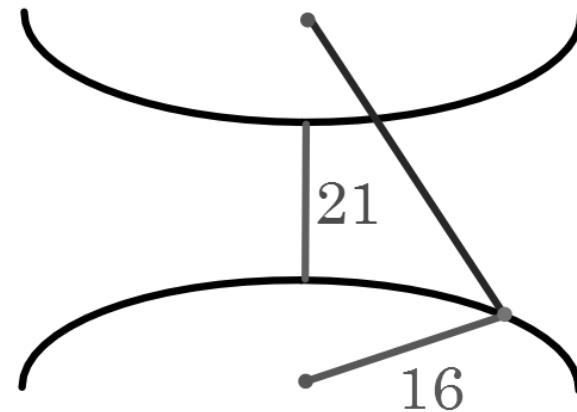
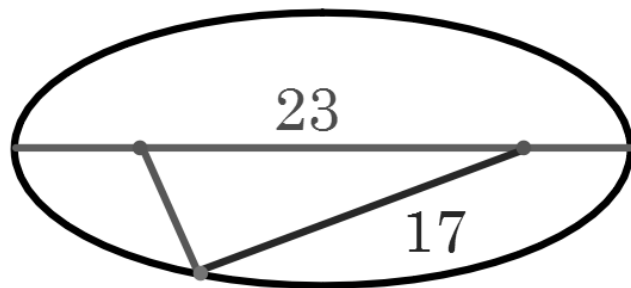
I will be able to understand the major axis of an ellipse and the transverse axis of a hyperbola by contrasting how the lengths of the axes are found through partner and whole class discussion. (19)



I will be able to understand the major axis of an ellipse and the transverse axis of a hyperbola by contrasting how the lengths of the axes are found through partner and whole class discussion.

(19)

Exit Ticket



Find the missing segment length.

I will be able to simplify rational expressions and I will do it through partner discussion and examples to be shared with the class. I will capture my thinking using the math note catcher including sample problems and exercises which demonstrate their understanding.

I will be able to simplify rational expressions
and I will do it through partner discussion and
examples to be shared with the class. (20)

Simplify. $\frac{x+2}{x^2+3x-4} + \frac{7}{x^2-2x+1}$

I will be able to simplify rational expressions
and I will do it through partner discussion and
examples to be shared with the class. (20)

Simplify. $\frac{3x - 6}{x^2 + 3x - 10} \div \frac{12x - 24}{x^2 + 6x + 5}$

I will be able to simplify rational expressions
and I will do it through partner discussion and
examples to be shared with the class. (20)

Simplify. $\frac{7}{x^2 + 2x - 15} - \frac{2}{x^2 + 9x + 20}$

I will be able to simplify rational expressions
and I will do it through partner discussion and
examples to be shared with the class.

Simplify. $\frac{x^2 + 9x + 8}{x^2 - 7x + 10} \div \frac{x^2 + 2x + 1}{x^2 - 4x - 5}$

(20)

Exit Ticket

(21)

I will write the domain and range of simple function equations. I will capture my thinking using the math note catcher including sample problems and exercises which demonstrate understanding.

academic vocabulary:

function

domain

range

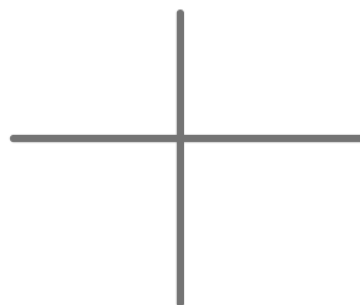
I will write the domain and range of simple function equations.

(21)

What is the domain of $f(x) = \frac{2x - 5}{3 - 6x}$?

What is the range?

What does the graph look like?



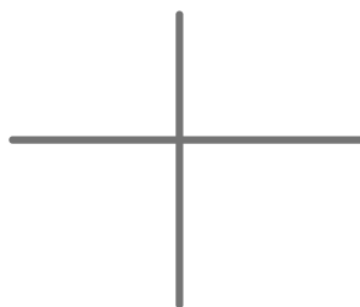
I will write the domain and range of simple function equations.

(21)

What is the Domain of $g(x) = \sqrt{6 - 4x}$?

What is the range?

What do you think the graph looks like?



I will write the domain and range of simple function equations.

(21)

$$h(x) = \frac{3x}{\sqrt{x-5}}$$

What is the domain?

What is the range?

What does the graph look like?

I will write the domain and range of simple function equations.

(21)

Exit Ticket

Problem What are the domain and range of the real-valued
function $f(x) = \frac{3x}{x+2}$?

(22)

I will write the domain and range of simple function equations. I will capture my thinking using the math note catcher including sample problems and exercises which demonstrate understanding.

Determine the domain and range of this equation. $y = -x^4 + 4$

I will write the domain and range
of simple function equations.

(22)

Determine the domain and range
of this equation. $x = y^2 + 2y + 1$

I will write the domain and range of simple function equations.

(22)

Exit Ticket

Determine the domain and range of this equation. $y = x^3 - 2$

The students will solve combined functions problems step-wise. I will capture my thinking using the math note catcher including teacher and student-team modeled example problems on the Promethean board. I will demonstrate my understanding on my exit ticket. (23)

Vocabulary:
function notation

combining functions

The students will solve combined functions. (23)

$$g(n) = 3n + 2$$

$$f(n) = 2n^2 + 5$$

Find $g(f(2))$

The students will solve combined functions. (23)

Suppose $f(x) = x^2 + 3$ and $g(x) = |x - 6|$.

- a. Find $f(g(2))$ and $g(f(2))$.
- b. Find $f(g(x))$ and $g(f(x))$.

The students will solve combined functions. (23)

Given the following:

$$f(x) = 3 + \sqrt{x + 5} \qquad g(x) = 2 + (x - 1)^2$$

find $f(g(x))$ and $g(f(x))$

Exit Ticket

Close your laptops!!

I will solve combined function problems step-wise. I will capture my thinking using the math note catcher including teacher and student-team modeled example problems on the Promethean board. I will demonstrate my understanding on my exit ticket.

I will solve combined function problems
step-wise. (24)

Find $f(g(x))$. $f(x) = \sqrt{x}$ $g(x) = |x - 4|$

Find x such that $f(g(x)) = 3$.

I will solve combined function problems (24)
step-wise.

If $f(x) = \frac{x}{3} + 2$, $g(x) = -2x^2$, and $h(x) = (x - 2)^2$, find each value.

a. $f(g(-2))$

b. $h(g(5))$

c. $g(f(x))$

You will work with a team to solve your exercise,
then you will consult with another team working the
same problem to come to consensus on an answer.

I will solve combined function problems
step-wise.

Given the functions $f(x) = 3 + \sqrt{x + 5}$

and $g(x) = (x - 1)^2$, find

a. $f(g(4))$

b. $g(f(-1))$

(24)

Exit Ticket

Close your laptops!!

I will be able to simplify rational expressions via completing the square. I will capture my thinking using the math note catcher including teacher and student-team modeled example problems on the Promethean board. I will demonstrate my understanding on my exit ticket.

I will be able to simplify rational expressions
via completing the square through partner and
whole class discussion. (25)

Find the vertex. $x^2 + 6x - 7 = 0$

I will be able to simplify rational expressions
via completing the square through partner and
whole class discussion. (25)

Find the vertex. $x^2 + 6x + 10 = 0$

I will be able to simplify rational expressions via completing the square through partner and whole class discussion.

Find the vertex. $x^2 + 6x - 15 = 0$

(25)

Exit Ticket

Close your laptops!!

I will be able to simplify rational expressions via completing the square. I will capture my thinking using the math note catcher including teacher and student-team modeled example problems on the Promethean board. I will demonstrate my understanding on my exit ticket.

I will be able to simplify rational expressions
via completing the square through partner and
whole class discussion. (26)

Find the vertex. $4x^2 - 2x - 5 = 0$

I will be able to simplify rational expressions
via completing the square through partner and
whole class discussion. (26)

Find the vertex. $x^2 + 4x + 1 = 0$

I will be able to simplify rational expressions via completing the square through partner and whole class discussion.

Find the vertex. $5x^2 - 4x - 2 = 0$

(26)

Exit Ticket

Close your laptops!!

I will be able to solve quadratic equations for x via completing the square through partner and whole class discussion. I will capture my thinking using the math note catcher including teacher and student-team modeled example problems on the Promethean board. I will demonstrate my understanding on my exit ticket.

I will be able to solve quadratic equations for x via completing the square through partner and whole class discussion. (27)

Solve for x . $x^2 + 6x + 1 = 0$

I will be able to solve quadratic equations for x via completing the square through partner and whole class discussion. (27)

Solve for x . $x^2 + 4x + 1 = 0$

I will be able to solve quadratic equations for x via completing the square through partner and whole class discussion.

Solve for x . $x^2 + 6x - 15 = 0$

(27)
Exit Ticket

Close your laptops!!

I will solve combined function problems step-wise. I will capture my thinking using the math note catcher including teacher and student-team modeled example problems on the Promethean board. I will demonstrate my understanding on my exit ticket.

I will solve combined function problems
step-wise. (28)

You can compose a function with itself. The next example shows you how.

Suppose the function $A(x) = \left(1 + \frac{0.07}{12}\right)x - 250$ gives the balance of a loan with an annual interest rate of 7%, compounded monthly, in the month after a \$250 payment. In the equation, x represents the current balance and $A(x)$ represents the next balance. Translate these expressions into words and find their values.

- a. $A(15000)$
- b. $A(A(20000))$
- c. $A(A(A(18000)))$
- d. $A(A(x))$

I will solve combined function problems (28)
step-wise. $A(x) = \left(1 + \frac{0.07}{12}\right)x - 250$

a. $A(15000)$

b. $A(A(20000))$

You will work with a partner to solve part B.
You will write your answer on your white board
to be shared with the class.

I will solve combined function problems
step-wise. $A(x) = \left(1 + \frac{0.07}{12}\right)x - 250$

d. $A(A(x))$

(28)

Exit Ticket

You will work with a partner to solve part D.
You will write your answer on your white board
to be shared with the class.

Close your laptops!!

Put away all calculators.

I will work in teams and match functions with their equation, graph, rule, and table. I will write explanations of how I matched these sets.

Close your laptops!!

I will work with a partner and use mathematical reasoning to determine whether or not we could get rich with a Ponzi scheme. We will write out our explanation of our conclusion.

I will work with a partner and use mathematical reasoning to determine whether or not we could get rich with a Ponzi scheme. We will write out our explanation of our conclusion. (30)

From: A Crook
Date: Thursday 15th January 2009
To: B Careful
Subject: Get rich quick!

Dear friend,

Do you want to get rich quick? Just follow the instructions carefully below and you may never need to work again:

1. At the bottom of this email there are 8 names and addresses.
Send \$5 to the name at the top of this list.
2. Delete that name and add your own name and address at the bottom of the list.
3. Send this email to 5 new friends.

Can you get rich from participating in this?
How much money would you receive if this goes as planned? What could go wrong?

Close your laptops!!

I will work with a partner to solve a problem to determine the feasibility of an ad campaign's claim.

I will work with a partner to solve a problem to determine the feasibility of an ad campaign's claim.

(31)

Here is a poster published by an organization that looks after stray cats.

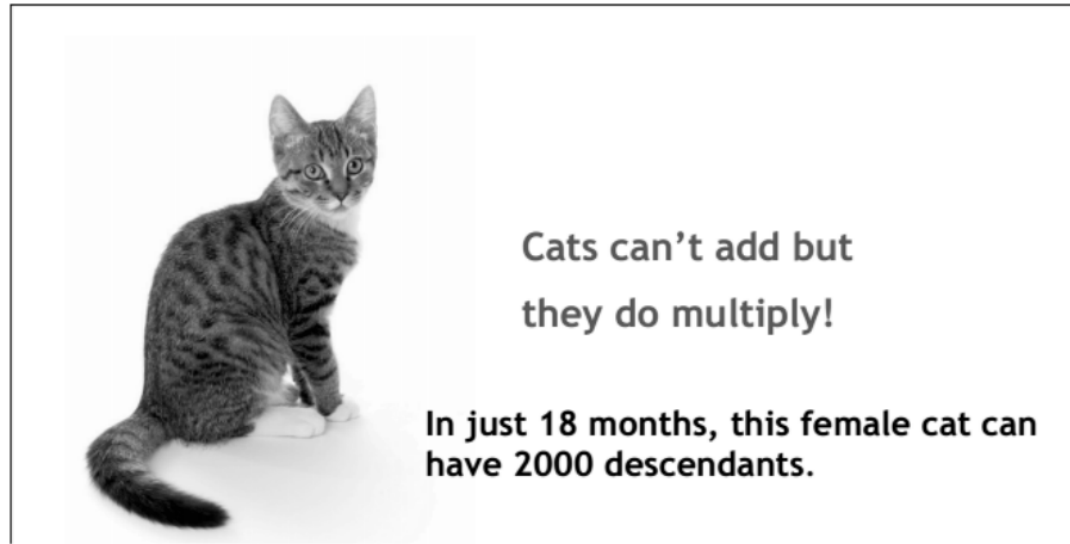


Figure out whether this number of descendants is realistic.

Here are some facts that you will need:

